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ABSTRACT

These case studies describe the design and implementation of eight selected Head Start Supplementary Training/Child Development Associate (HSST/CDA) programs. (HSST/CDA training programs are intended to prepare Head Start classroom staff to meet the competency requirements of the CDA credential.) Each case study, selected for its training methods, funding mechanisms, and geographic location is divided into two major sections. The first section consists of background information, including a description of the CDA Training Institution overseeing the program, the Head Start agency served, methods of funding and trainee characteristics. The second section discusses the CDA Training Program, including: staff responsibilities, format for training, training content and materials, procedure for awarding credit, methods of assessment and plans for program modification. Programs selected as case studies include the Region XVI Education Service Center, the Pinellas County Head Start Child Development and Family Services, Inc., the Tulare County Department of Education, University of Maryland-Baltimore County, Elmira College, University of Southern Maine-Maine Children's Resource Center, Iowa State University, and the University of Washington. (SE)

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An Assessment of Head Start Supplementary Training Programs In Providing Child Development Associate Competency Based Training

PS 010354

THE NATIONAL STUDY OF HSST/CDA COMPETENCY BASED TRAINING PROGRAMS

VOLUME IV: CASE STUDIES OF EIGHT HSST/CDA TRAINING PROGRAMS

December 1978

Prepared for:
Administration for Children, Youth and Families
Department of Health, Eduation and Welfare

KIRSCHNER ASSOCIATES INC.

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A NATIONAL SURVEY OF HSST/CDA COMPETENCY BASED TRAINING PROGRAMS

Prepared for

Administration for Children, Youth & Families

Department of Health, Education & Welfare

VOLUME IV

CASE STUDIES OF EIGHT HSST/CDA TRAINING PROGRAMS

August, 1978

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The National Survey of HSST/CDA Competency Based Training Programs was conducted as one part of a study entitled "An Assessment of Head Start Supplementary Training Programs in Providing Child Development Associate Competency Based Training." This work was performed by Kirschner Associates pursuant to Contract No. 105-76-1158 with DHEW, Administration for Children, Youth and Families. The Final Report of the National Survey of HSST/CDA Competency Based Training Programs is presented in three volumes:

Volume I	-	Executive Summary of the Final Report of the National Survey
Volume II	-	Final Report of the National Survey
Volume III	-	Appendix to the Final Report of the National Survey

The Final Report of the National Study of HSST/CDA Competency Based Training Programs is presented in two volumes:

Volume V	-	Executive Summary of the Final Report of the National Survey
Volume VI	-	Final Report of the National Study

These case studies are Volume IV of the total report of this research effort. They were prepared by Ann Gilman and Diane Signatur with assistance from Dorothy Anker, Rebecca Johnson, Cynthia Mikel and Geralyn Newell.

ACKNOWLEDGEMENTS

We wish first to express our appreciation to the program managers and staff of the eight HSST/CDA training programs selected for these case studies. We are aware of the extra burden placed on programs by their cooperation in this part of the research study. Because the visits were made late in the program year project managers and staff often had to reschedule training sessions and other activities to provide the Kirschner visitors with an overall view of their training programs.

We also wish to thank both the field supervisors who allowed us to observe them with trainees and the trainees themselves. These visits provided our project staff with invaluable insights into the actual conduct of CDA training. In many cases, Head Start grantees allowed Kirschner staff to observe trainees in their classrooms. This too was greatly appreciated.

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BACKGROUND AND PURPOSE OF THIS RESEARCH EFFORT

THE CHILD DEVELOPMENT ASSOCIATE CREDENTIAL

The Child Development Associate (CDA) Concept, is a system for training, assessing and credentialing persons whose primary responsibility is to direct the daily activities of a group of preschool children. Candidates who can successfully demonstrate their competence are awarded a Child Development Associate Credential and become a CDA. Sole responsibility for the CDA Credential award system has been delegated to the Child Development Associate Consortium (CDAC), a national organization funded under a contract from the Administration for Children, Youth and Families (ACYF).

HSST/CDA PROGRAM

To develop appropriate training resources which could prepare Head Start classroom staff to meet the competency requirements of the CDA Credential, the Office of Child Development (OCD, now ACYF) began the gradual transformation of an existing training program, Head Start Supplementary Training, to achieve this end. The policy instruction mandating this change was Office of Child Development Instruction I-33-324-1, Head Start Supplementary Training Policy. This two track training program, HSST/CDA, began in 1973.

Head Start Supplementary Training (HSST), which began in 1968, was designed and funded by OCD to offer standard college-level training for Head Start staff. With the establishment of the HSST/CDA program, institutions operating HSST programs were to continue to provide standard college course training to non-classroom staff and certain classroom staff well advanced in degree-oriented programs. Concomitantly, they were to design and begin implementation of a CDA training program for Head Start classroom staff.

In providing CDA training, HSST/CDA contractors/grantees had to meet specific criteria. First, the training had to be competency-based; that is,

it had to focus specifically on helping trainees acquire the CDA competencies. The training had to be fifty percent field-based and provisions had to be made for integration of the academic and field work. The training was to be both individualized and flexibly scheduled. This would allow the more skilled trainees to complete the training in less time and was further intended to negate trainees having to repeat material previously learned. Finally, educational institutions offering CDA training also had to offer valid credit for the training.

PURPOSE OF THE RESEARCH EFFORT

ACYF, having expanded the HSST program to include CDA competency-based training then wished to examine the effectiveness of the HSST/CDA program. A two phased research effort was designed to achieve this. Phase One was the conduct of a national survey of all HSST/CDA programs in an attempt to answer the following questions:

- Were HSST/CDA training institutions providing CDA training which met ACYF requirements?
- What were the different approaches being used by the various HSST/CDA training institutions?
- What were the characteristics of the HSST/CDA training institutions and their personnel?
- What was the effect of HSST/CDA training: on the persons and institutions responsible for the training; on the trainees; on the Head Start programs which employed the trainees?

Phase Two was the conduct of a national study of selected HSST/CDA trainees and institutions. The questions to be answered by this study were:

- What was the relationship between participation in an HSST/CDA training program and effective performance in the CDA Credential Award System?
- Were there differences between HSST/CDA training programs, and if so, was there a relationship between these differences and program effectiveness?

ACYF then contracted with Kirschner Associates, Inc. to conduct this research effort. The scope of work of Kirschner Associates' contract with ACYF to assess the effectiveness of HSST/CDA training included site visits to eight HSST/CDA contractor/grantees by project staff. The purpose of these site visits was to conduct an in-depth study of selected key dimensions of HSST/CDA training programs. The information obtained from these visits was to be compiled into case studies. These case studies provide in-depth information on representative programs to supplement the composite statistical information obtained from the questionnaires.

THE CASE STUDIES

PROCEDURES USED IN SELECTION OF SITES

HSST/CDA contractor/grantees to be visited were selected from the pool of training programs having CDA trainees in the study sample. Based on certain key dimensions to be studied, a total of eight HSST/CDA contractor/grantees were selected. Consideration in the selection of sites was given to:

- programs which represented different training methods
- programs which represented different funding mechanisms, and
- programs which were geographically dispersed

The eight training programs were selected jointly by ACYF staff and KAI project staff. In all cases concurrence in the selection was obtained from the designated contact person in the respective ACYF regional offices. HSST/CDA program managers were given the option of accepting or declining the invitation to participate in the case study aspect of this study.

The HSST/CDA training programs selected fall into four general groups.

Group 1 : Head Start grantees that conduct their own CDA training.

- Region XVI Education Service Center
  Amarillo, Texas

Group 2 : Head Start grantees that conduct CDA training in cooperation with an educational institution.

- Pinellas County Head Start Child Development & Family Services, Inc.
  Largo, Florida
- Tulare County Department of Education
  Visalia, California

Group 3 : Educational institutions that provide CDA training under sub-contracts from Head Start grantees.

- University of Maryland - Baltimore County
  Catonsville, Maryland

- Elmira College
  Elmira, New York

Group 4 : Educational institutions that provide CDA training for Head Start staff under contracts from regional offices of ACYF.

- University of Southern Maine - Maine Childrens Resource Center
  Gorham, Maine
- Iowa State University
  Ames, Iowa
- University of Washington
  Seattle, Washington

PROCEDURES USED IN CONDUCT OF SITE VISITS

Site visits were made by either one or two Kirschner Associates staff. Visits were from two to three days duration. Since the objective of the site visits was to obtain in-depth information on key dimensions of the training program, Kirschner site visitors asked Project Managers, Field Supervisors and other project staff to explain in detail:

- the procedures for providing academic training;
- the nature of the field training;
- procedures for the integration of academic and field training;
- the role of the Field Supervisor;
- the relationship, if any, of CDA competency areas to existing college courses;
- the procedures in place for granting college credit to trainees.

Efforts were made to schedule field visits by the Kirschner site visitors to observe field supervisors as they conducted training. Training materials of each program were also reviewed. All site visits were made during May and June of 1978.

SITE VISIT REPORTS

Following the site visit a narrative report was prepared by the persons who made each visit. Draft copies of each case study were returned to the HSST/CDA programs for correction, review or revision. These changes were incorporated into the final version of the case studies as presented in this report. Each case study is divided into two major sections with subsections as follows:

BACKGROUND INFORMATION

- CDA Training Institution
- Head Start Agency
- Funding
- Trainees

THE CDA TRAINING PROGRAM

- Staff
- Format for Training
- Training Content and Materials
- Awarding Credit
- Assessment
- Plans for Modification

SUMMARY

A major consideration in the selection of the HSST/CDA programs for these case studies was their diversity. The intent in writing them has been twofold: one, to provide factual detailed information on each program; two, to show how these different colleges and Head Start programs have revised and expanded existing early childhood education teacher training resources to design CDA training programs.

Rather than as models, these selected programs should be viewed as examples of the many ways a CDA training program can be designed and conducted. For example, grantees that also operate Head Start programs have often expanded and focused their in-service training on CDA; some have developed supplemental training arrangements with neighboring colleges. HSST/CDA contractors that are colleges or universities have modified and extended standard early childhood training programs to provide CDA training; others have used their CDA program as a basis for changes in the early childhood training capacity of the college or university itself. While some of the training programs serve a single Head Start grantee, several of those described here serve an entire state. Some of these conduct all the training themselves; others have established cooperative agreements with community colleges in the state or with the Head Start grantee served. All of them are willing to share more information on their programs than could be given here. For your convenience, the names and addresses of the project managers are included at the end of this report.

THE REGION XVI EDUCATION SERVICE CENTER

Amarillo, Texas

BACKGROUND INFORMATION

CDA Training Institution

The Texas Panhandle Community Action Corporation, Amarillo, Texas, is a Head Start grantee which has delegated the operation of the Head Start program to the Region XVI Education Service Center in Amarillo. As a Head Start delegate, this Education Service Center conducts its own CDA training. They have no CDA contract with a university or other type of training institution; all CDA training is conducted by Head Start staff and by consultants via Head Start in-service training.

Head Start Grantee Served

The Region XVI Education Service Center, the Head Start delegate agency of the Texas Panhandle C.A.C., is one of twenty regional educational service centers mandated by the Texas Legislature in 1967. The purpose of these regional centers is to provide special services and resources to the public schools within the specific region. Head Start's administrative offices are located in the Region XVI Education Service Center, thereby allowing the Head Start program to utilize a variety of the center's resources.

The Head Start program serves 600 children over a multi-county area in the Texas Panhandle. The children attend a Head Start center five half-days per week. This center based program is supplemented by a "home lesson" option in which teachers make weekly visits to Head Start children in their homes on a volunteer basis. Each of the seventeen Head Start centers have different classroom staff for morning and afternoon sessions. This scheduling permits staff to spend the rest of their day making home visits to those participating children and families.

Each Head Start center is in a public school; some centers are in Amarillo while others are situated throughout the rural Panhandle. Because the Head Start centers are located within public schools, some modification has been made in titles of staff positions. To distinquish between a certified elementary

teacher and a non-certified Head Start teacher, the latter are called instructors rather than teachers. This distinction permits Head Start to fill teaching positions with non-certified personnel. All Head Start instructors are direct employees of the Head Start program; however, the instructors' paychecks are issued by the public schools which receive funding for salaries from the Head Start program.

Funding

The program receives a $7500 direct grant for HSST/CDA from the Region VI Office of the Administration for Children, Youth and Families. Most of these monies are utilized for travel expenses to and from the centers situated throughout the Texas Panhandle. Other T/TA funds are used to supplement the CDA grant when necessary.

Trainees

Of the sixty Head Start classroom staff employed by this program, seventeen are credentialed CDAs; fourteen are instructors and three are in aide positions. There are currently fifteen CDA trainees, ten instructors and five aides. There is no formal process for selecting CDA trainees. The Head Start Curriculum Coordinator/CDA Trainer who is responsible for the supervision of staff encourages competent and experienced staff to enroll in CDA training. Consequently, the selection process is based on two premises: 1) the Head Start Curriculum Coordinator / CDA Trainer knows the competence of the staff and 2) the individual staff member is usually aware of his/her own strengths and weaknesses. Through this informal process, the previous seventeen and the present fifteen CDA trainees were encouraged by the Head Start Coordinator to enroll in CDA training.

THE CDA TRAINING PROGRAM

Staff

The CDA training staff for the Panhandle Head Start program includes the Project Manager and the CDA Trainer. The Project Manager serves as the Head

Start Director and as the Special Services Director for the Region XVI Education Service Center. The Project Manager has responsibility for supervision of the CDA training funds and for the development of the annual CDA training proposal.

The Head Start Curriculum Coordinator for the Texas Panhandle program also serves as the main CDA trainer for the program's CDA trainees. The Curriculum Coordinator/CDA Trainer's responsibilities include serving as the Education and Parent Involvement Coordinator, organizing volunteers, planning the program's training and technical assistance, conducting recruitment and serving as the CDA trainer. The Curriculum Coordinator/CDA Trainer has served on the Local Assessment Teams (LAT) as CDA trainer for all but one of the credentialed staff persons. Another individual, a CDA credentialed Head Start instructor, has served as CDA trainer and on the LAT for one CDA candidate. As a growing number of Head Start instructors earn their CDA Credentials, it is planned that they too will act as CDA trainers for other staff persons in the program. By serving as trainers, these CDA's will have an opportunity to develop new skills acquired through the training process and will also share some of the workload which is currently the responsibility of the Head Start Curriculum Coordinator/CDA Trainer.

Format For Training

The CDA training in the Panhandle Head Start program is conducted within the framework of the agency's yearly in-service program. Because this agency does not coordinate its CDA training with another institution, all training is handled by the Head Start delegate agency, the Region XVI Education Service Center. Every fall the Curriculum Coordinator/CDA Trainer holds a CDA orientation workshop for any persons interested in pursuing the CDA Credential. She describes the CDA process and portfolio development and invites credentialed staff members to share their portfolios.

The CDA training for this Head Start program has three components: 1) staff training in group sessions on Fridays, 2) individual consultation with the Curriculum Coordinator/CDA Trainer on Wednesday, as needed, and 3) on-site

observations of the CDA trainees by the Curriculum Coordinator/CDA Trainer. Staff training is conducted weekly on Fridays. Staff who teach the afternoon Head Start sessions attend the morning training; identical training is held in the afternoon for those staff persons who teach morning Head Start classes. In addition to these weekly sessions, five pre-and in-service days are scheduled throughout the year for additional training. The Curriculum Coordinator/CDA Trainer is responsible for many of the Friday sessions; depending on the topic, other Head Start staff including the Health Coordinator, the Handicap Coordinator and the Head Start Director also provide training. These in-service sessions are attended by all staff persons in the agency and are not limited to CDA trainees. Because these weekly sessions comprise the program's complete in-service training, the topics are not always related specifically to the CDA competencies. However, the Curriculum Coordinator/CDA Trainer and the former and current trainees feel comfortable with the degree to which the CDA competencies overlap the majority of the Head Start training. The extent to which this occurs is addressed in the next section on content of training.

The second component of the CDA training is the one day per week (Wednesday) during which time the Curriculum Coordinator/CDA Trainer is accessible to individual CDA trainees, at their discretion. CDA trainees are encouraged to discuss their portfolios, classroom activities and other concerns with the CDA Trainer and/or with other trainees. This session also provides trainees an opportunity to review available resource materials.

On-site observations comprise the third segment of the CDA program. Periodic observations of the CDA trainees and other staff members are made by the Curriculum Coordinator/CDA Trainer. On the average, visits are made to CDA trainees at the rate of one every two-to-three weeks. In cases of greater need, candidates are observed more frequently. The purpose of these observations is for the Curriculum Coordinator/CDA Trainer to see the CDA trainee interacting with children and to provide feedback about those interactions, as well as to offer suggestions concerning such topics as the activities designed for the children, the room arrangement and the selection of materials.

Training Content and Materials

Content specific to the CDA Credential is integrated with the content of the weekly in-service training. An entire staff training needs assessment is conducted in the spring and the data generated are used in planning the following year's T/TA in-service calendar. This assessment is conducted by the Curriculum Coordinator/CDA Trainer who encounters very few problems dovetailing CDA and Head Start training due to the close relationship of CDA content, Head Start philosophy and sound practices in early childhood education. The Curriculum Coordinator/CDA Trainer easily finds opportunities during the conduct of the training to interject comments related specifically to CDA. As increasing numbers of the teaching staff become credentialed, they, too, think in terms of "functional areas" and CDA "competencies" and raise comments and generate discussions which mesh the training with CDA content.

A variety of topics are covered throughout the year during the weekly in-service sessions. Examples include working with handicapped children, ideas for home lesson implementation, utilization of the physical environment and group management, classroom cooking and tasting experiences, physical/motor development, multicultural curriculum, social and emotional needs of young children, and language development. Staff members from the local grantee are used to provide some of the training. Other resources include the Regional Training Office at Texas Technical University, Texas Public Health Department, South Plains Handicap Consortium, Texas Speech and Hearing Association, Northwest Texas Hospital, Psychiatric Pavillion, Welfare Department, Westinghouse Learning Corporation, Texas A & M Extension Service and Kirschner Associates, Inc. Several delivery techniques are utilized in training, including consultants, films, slide presentations and workshops.

This grantee-operated CDA program uses no curriculum modules. The Head Start Resource Room contains a library of materials, equipment, books, journals and handouts for use by all staff, including the CDA trainees. Written materials available for the trainees include the *Child Development Associate*, developed by the Oklahoma CDA Advisory Council and Oscar Rose Junior College. This set

consists of fifteen books covering the CDA functional areas. Another resource is the *Child Development Associate Instructional Materials*, a series developed by the Texas Department of Community Affairs, Early Childhood Education Division. A *Head Start Handbook*, a large cross-component handbook describing the philosophy, goals and program operations of the Texas Panhandle Head Start Program is also available.

Awarding Credit

No college credit is offered to CDA trainees in conjunction with their training, nor are any college courses required as a component of the training. However, if candidates elect to enroll in a college course, the grantee does pay their tuition and book fees. Amarillo Junior College in Amarillo, Texas offers a 2-year, 60-hour child care specialist degree. Under this program, a course is taught for each of the thirteen CDA functional areas. Feedback from Head Start personnel, including trainees, is that too much time is required to complete the CDA under this system. Consequently, few trainees have elected to take college courses.

Assessment

Staff members who decide to enter CDA training usually submit an enrollment request with the Consortium soon after their decision. Upon receipt of the application kit most trainees complete the necessary forms and return them to the Consortium within a few weeks. Once trainees feel they are prepared for the assessment process, the Curriculum Coordinator/CDA Trainer observes the trainee for a three-hour period (the same amount of time the Consortium representative will observe). The CDA trainer then discusses the trainee's strengths and weaknesses and together they outline any plans for improvement. This is a major step in preparing CDA trainees for assessment and occurs about three weeks prior to the candidate's Local Assessment Team (LAT) meeting. Based on the observation and the relative importance of the area(s) of weakness, the trainer determines the trainee's "readiness" and, when appropriate, signs the Consortium Readiness Form. The Curriculum Coordinator/CDA Trainer has served as the CDA trainer on the LAT of all but one of the seventeen credentialed CDAs. She is currently slated to serve on the LAT of the fifteen CDA trainees, unless the CDA credentialed Head Start staff offer and/or are requested to work with some of the trainees.

Plans For Modification

The program foresees that within the coming year more credentialed CDAs will serve as trainers for CDA trainees. This initiative may be facilitated by an increased CDA budget which would provide a salaried position for at least one additional CDA trainer. This would ease the responsibility carried by the Head Start Curriculum Coordinator/CDA Trainer, as well as provide an opportunity for program staff to increase their skills in the area of training.

Staff who are intrinsically motivated have received the credential or are currently enrolled in CDA training. Head Start administrative staff are considering various methods including an economic incentive in order to motivate the remaining staff.

PINELLAS COUNTY HEAD START
CHILD DEVELOPMENT AND FAMILY SERVICES, INC.
Largo, Florida

BACKGROUND INFORMATION

CDA Training Institution

The Pinellas Opportunity Council in Pinellas County, Florida, is a Head Start grantee which has delegated responsibility for operation of the Head Start program to Pinellas County Head Start, Child Development and Family Services, Inc. This delegate is responsible for its own CDA training; however, Pinellas County Head Start works closely with the St. Petersburg Junior College in the delivery of the CDA training.

Head Start Grantee Served

The Pinellas County Head Start program serves 800 children throughout the Pinellas County area. In ten of the eleven centers, children are in attendance Monday through Friday from 8:00 a.m. to 4:00 p.m. The other center operates under a variation in attendance option; children are in attendance two days per week for eight hours.

Funding

The Pinellas County Head Start program receives $17,828 in HSST/CDA monies. The program is one of sixteen subcontractors of the Asheville Child Development Corporation (CDC) which provide CDA training. The Asheville CDC is the Region IV CDA grantee. (The Pinellas subcontract is in effect from September 1, 1977 through August 31, 1978). Other subcontractors may serve several Head Start programs; Pinellas County Head Start, however, serves only its own program personnel. The $17,828 in CDA monies is used to pay trainees' tuition and to cover the costs of materials and textbooks for the four CDA courses offered by the St. Petersburg Junior College. Tuition at the Junior College is $13.00 per semester credit hour. A $10.00 application fee is charged when the student enrolls in the college.

These monies are also used to pay tuition and book fees for nine HSST students enrolled in a degree program. In addition, the salary of the Head Start Training Coordinator is paid from CDA monies.

Trainees

The Pinellas County Head Start program has twenty funded CDA training slots. At present 19 of the 20 are filled. There are, however, seven additional trainees who are ready to begin the CDA assessment process but who do not occupy funded slots. The funded slots are occupied only by those trainees who need and/or desire the academic courses offered by St. Petersburg Junior College. The "non-funded" trainees are usually staff who have completed the college courses and are ready to develop portfolios and/or to prepare for the CDA assessment process. Pinellas County Head Start employs ninety-two center staff: forty teachers, forty-eight teacher aides, and four non-teaching Center Managers. One teacher and eighteen teacher aides are currently enrolled in the CDA training program.

Candidates for CDA training are screened by the Head Start Career Development Committee which serves as an advisory board to the CDA program. When a staff member decides to enroll in CDA training, s/he must submit an application form to the Career Development Committee and must write a brief letter presenting his/her reasons for wanting to enroll in the CDA training program and two letters of recommendation from co-workers. Using these criteria, the Career Development Committee selects twenty CDA candidates. The remaining applicants are placed on a waiting list. At this point, however, no waiting list is maintained because there are enough available slots to accommodate the number of applicants.

The state of Florida has determined that each county is responsible for establishing licensing requirements for child care practitioners. Pinellas County requires that each teacher of young children must have a minimum of two years experience in the field of early childhood education and have completed twelve semester hours of course work in child development. This law has been in effect for the last five years. Consequently the majority of the Pinellas County Head Start teachers already meet the law's requirements. There is, therefore, a greater incentive for aides to enroll in CDA training than for teachers.

Completion of the course work and attainment of the CDA Credential have two benefits for teacher aides: 1) the twelve hours of credit allows the aide to qualify as a teacher of young children under Pinellas County law and 2) priority for Head Start teacher positions is given to those aides who have both completed the course work and have received the CDA Credential.

THE CDA TRAINING PROGRAM

Staff

The CDA training staff for Pinellas County Head Start is composed of three people; a project manager, a media coordinator, and a training coordinator.

The Head Start Director of the Pinellas County program is the Project Manager of the CDA subcontract. This individual is responsible for supervising the conduct of the CDA training program and for preparing the CDA grant proposal or contract. The Media Coordinator is employed by Head Start and assigned part-time to the CDA training program. This Coordinator is responsible for video taping a portion of each trainee's classroom experience once per month, and presenting the tape during a monthly meeting conducted by the Training Coordinator. The Media Coordinator is also responsible for maintaining the Head Start resource room which is used by all staff.

The Training Coordinator is responsible for a major portion of the CDA training program. The Coordinator's responsibilities relative to CDA training include coordinating the development of course outlines and field assignments with appropriate St. Petersburg Junior College staff, supervision of the trainees' field assignments, serving as CDA trainer and LAT trainer for all candidates and observation and evaluation of trainees. The Training Coordinator also attends most CDA class sessions at the Junior College, thereby allowing her to supervise field experiences more effectively. Other responsibilities of the Training Coordinator include organizing all pre-and in-service training for each Head Start component, conducting an annual program-wide staff training needs assessment and working closely with the Career Development Committee.

Training Format

The CDA training in the Pinellas County Head Start program has several components, including college course work, field assignments, course evaluation conferences, video taping with follow-up discussions, Head Start in-service and observation by the Training Coordinator. The CDA interns enroll in four courses over a two-year period at St. Petersburg Junior College. The candidates are released from their teaching responsibilities one afternoon per week to attend class. Even though Pinellas County Head Start does not require these four courses (12 semester hours) as part of the CDA training, most interns choose to take the courses.

An integral component of each of the four college courses is field assignments. These usually require the student/CDA intern to complete an activity with the children in her classroom or with the children's families. These field assignments are related to the weekly course work and are supervised by the Head Start Training Coordinator.

Following the completion of each course, the Head Start Training Coordinator schedules a conference with each candidate and the course instructors. The purpose of these course evaluations is to discuss the student's strengths and weaknesses and to share recommendations. Those experienced interns who have a working knowledge of the CDA competency areas prior to the completion of all twelve semester hours are encouraged to apply for assessment earlier. Those who require training beyond the course work are given additional field training until they are ready for assessment.

Another aspect of CDA training in the Pinellas County program is video taping. Most CDA interns are video taped in their classrooms each month. Sometimes they are taped during a specific activity, e.g. reading a story to the children. In other instances the routine, daily classroom activities are taped, e.g. children's free play. Groups of five or six interns then convene with the Training Coordinator to view each other's tapes and to share their reactions. The discussions focus on strengths and weaknesses the candidates observe in each other, ways they might change their behavior or the specific activity, and the CDA competency areas addressed in each taped session.

The CDA interns are required to attend nine in-service days per year, five of which are pre-service. Additional workshops are also scheduled throughout the year. Even though these sessions provide training in each of the Head Start component areas, the Training Coordinator attempts to gear most sessions around the CDA competencies.

Portfolio development is another component of CDA training. The interns do not work specifically on their portfolios as a requirement in any of the college courses. However, they are encouraged to use relevant course materials in their portfolios. Under the current program, most interns delay compiling their portfolios until completion of the course work. Portfolio development is an individual matter. The Head Start Training Coordinator continues to supervise the interns, however, and is available to work with them on their portfolios. The Training Coordinator has conducted small group sessions to provide guidance in developing portfolios as candidates approach their assessment date.

The final component of the CDA program in Pinellas County is observation of the interns by the Training Coordinator. Each intern is observed in his/her classroom a minimum of three times per semester. Additional visits are scheduled if the intern is particularly weak and/or inexperienced. During the observations, the Training Coordinator writes comments on an observation form and later shares her reactions with the intern. The observation and the discussions which follow are specifically related to the CDA competencies. Candidates also have an opportunity to visit at least four other preschool centers during training.

Training Content and Materials

The four courses taught in conjunction with CDA training were developed jointly by faculty, instructors of the college, and the Head Start Training Coordinator. Each semester is designed to cover CDA competency areas. These areas are reflected in the course titles:

- Establishing a Safe and Healthy Teaching Environment
- Advancing the Physical and Intellectual Competence of Children
- Home and Center Interaction
- Early Childhood Development and Guidance

Each class session deals with competency acquisition. Discussion focuses on the relationship of theory, as gleaned from assigned readings, audio-visual presentation or lectures, to the candidates' experience with young children. Because the courses are not sequential, the content of one course is not dependent upon the content of another. Field assignments, an integral piece of each course, are designed to develop and demonstrate competency in CDA functional areas. These are carried out in the candidates' classroom and are supervised by the Head Start Training Coordinator. The Coordinator attends CDA class sessions to ensure close coordination between class and field work.

The content of the Head Start In-service and workshop training is based on the results of an annual staff training needs assessment, in conjunction with input from the Head Start component coordinators. A sample of training/workshop topics includes making instructional materials, first aid, CDA assessement, handicap procedures, supervision/management, nutrition, and African, American Indian and Western Indian culture. A variety of resources are utilized in the delivery of the in-service training including in-house staff, consultants, local agencies, films and written materials.

The Head Start program owns several training materials. Examples are the series of books entitled *CDA Instructional Materials* prepared by the Texas Department of Community Affairs and the *Arizona HSST/CDA* written by the Arizona HSST/CDA program of the Pinal County Community College District, Coolidge, Arizona. The curriculum guide for the Pinellas County Head Start is organized according to the CDA competency areas and is used in all Head Start classrooms. The resource room, maintained by the Media Coordinator, contains audio-visual materials, books, magazines, etc. which are available to all staff.

Awarding Credit

Upon completion of each CDA course a trainee is awarded three semester hours of credit. These credit hours may be applied towards an Associate of Arts degree in Preschool Education. No credit is awarded upon the receipt of the CDA Credential.

Assessment

The majority of trainees delay application to the CDA Consortium subsequent to completion of the four CDA courses. As the portfolio nears completion, the trainee and the Training Coordinator discuss the candidate's readiness for the assessment process. The Training Coordinator observes the trainee relative to the trainee's level of competence in each of the functional areas. To facilitate this observation, the Training Coordinator uses a CDA assessment form developed in Arizona under an HSST/CDA grant. This form allows the Training Coordinator to note the trainees' strengths and weaknesses in the functional areas. Based on this observation, the Training Coordinator and the trainee discuss the candidate's readiness for assessment.

Plans For Modification

In the Pinellas County Head Start CDA program, plans are underway to change the present program in two ways. The first modification will be implemented early next year with the adoption of the Texas *CDA Instructional Materials* modules as standard texts for two of the four college courses.

The final modification involves the Pinellas County licensing requirements. Under current conditions, the Pinellas County law states that a teacher of young children must have two years experience in early childhood education and twelve semester hours of course credit. Pinellas County Head Start is working to change this requirement so that a CDA Credential would be accepted by the County licensing board in lieu of the present requirements. Program personnel view such a change as a big step in providing another incentive for Head Start staff to obtain the CDA Credential.

TULARE COUNTY DEPARTMENT OF EDUCATION

Visalia, California

BACKGROUND INFORMATION

CDA Training Institution

The Tulare County Department of Education is the Grantee for the Head Start Supplementary Training/Child Development Associate Program. Within that department, the Tulare County Child Care Educational Program administers the HSST/CDA program and the Tulare County Head Start Program. In addition to the Tulare County Head Start, the Tulare County HSST/CDA project serves three other Head Start Grantees; those in Fresno, Madera, and Kings counties.

Head Start Grantees Served

The Tulare County Child Care Educational Program offers CDA training to persons in 69 Head Start classrooms in the 4 counties of Madera, Kings, Fresno and Tulare. The combined total staff of these programs is 263. All four Head Start grantees serve a bilingual, multi-cultural population and instruction in some of the programs is bilingual. Each of the four counties has its own Head Start grantee. In Tulare county this is the Tulare County Department of Education which operates 20 classrooms. Of the 72 staff in this program, 42 are in CDA training.

The Fresno County Economic Opportunities Commission, Head Start Program operates 37 classrooms. Forty-six of the 140 staff in this program are in CDA training. The Kings County Community Action Commission, Head Start Program employs 35 staff members for 8 classrooms. Ten of the the classroom staff are in CDA training. The Head Start grantee in Madera County is also the Community Action Commission. All eight of the classroom staff in this program are in CDA training. The total staff is 16 and the total number of classrooms is 4.

The Tulare agency, while implementing its own CDA program, acts in a consulting role in some respects to the other 3 counties. Each county maintains its autonomy but the Tulare group offers guidance, direct assistance, and many support services.

The Education and Career Development Coordinators of each of the four Head Start grantees serve on an Umbrella Committee which makes decisions relative to the HSST/CDA trainees and their training. The Head Start Directors of the four grantees meet with this Committee for budget and policy meetings periodically. At these meetings consideration is given to such things as on-site training, field experience and field supervision, release time, and the relationship between CDA training and the Performance Standards. Also plans are made by which Head Start T&TA and handicap funds can supplement CDA training.

Funding

Tulare County Department of Education receives a direct grant from the Region IX Office of the Administration for Children, Youth and Families. The amount of the grant is $32,329 for one year. One hundred and six HSST/CDA trainees are enrolled at an average cost of $305 per trainee. Because this HSST/CDA program is by design meshed into the Head Start structure of the four Head Start grantees, other training funds and program resources are used to support and extend the training. However, since the four grantees are separate entities, the level of funds and resources for this purpose varies from program to program.

Of the 4 counties, Tulare County has more adequate funds and thus sufficient staff to implement the training. The other three counties have fewer funding resources. Therefore, Tulare County personnel are often in the position of helping others to develop training procedures, establish and maintain a working relationship with the appropriate colleges, etc.

In addition to the Head Start trainees, Tulare County Department of Education provides CDA training for some day care staff. This training is financed at the rate of $200 per year per trainee from state preschool funds.

Trainees

Of the 263 staff members in the 4 counties, 106 classroom staff are enrolled in CDA training. All trainees are either teachers or teacher aides. Three of the four counties used similar criteria for the selection of trainees. First, only classroom staff are eligible. Upon completion of three months' work in a center, a teacher (or teacher aide) may apply to become a HSST/CDA trainee. The applicant must receive a statement from his/her Supervisor in support of the application which then goes to the grantee Career Development Committee. This committee makes its recommendation to the Head Start Director. The trainee must be willing to attend college classes on his/her own time and must not have a Bachelor's degree. In addition, the applicant's professional work record, background, length of service, and financial need are considered.

The Head Start Director of the fourth county, Madera, has made agreement to participate in HSST/CDA training by classroom staff a requirement for the job.

THE CDA TRAINING PROGRAM

Staff

The Tulare County HSST/CDA Program employs a half-time Project Manager who is responsible for the overall management and coordination of the four county program. The other project staff person is the HSST/CDA counselor who counsels staff in career development and college course work. The Assistant Director of Education Services of the Tulare County agency serves part-time as Supervisor and Trainer of the Teacher Trainers. Eight Teacher Trainers from all 4 counties provide field supervision of CDA trainees. CDA monies are not budgeted for the Assistant Director of Education Services or the Trainers since they are considered part of the regular in-service training component.

Two of the teacher trainers have earned their CDA Credential.

Format for Training

There are three primary elements in the Tulare County HSST/CDA Program. One is its utilization of Head Start grantee staff to provide field supervision and training. Another is its heavy reliance upon the grantee's in-service training programs to supplement CDA training. And, lastly, is the concerted effort to have all CDA trainees attend supplemental college courses concurrent with their CDA training. Each of these will be discussed in turn.

Field Supervision

Each of the eight Teacher Trainers is employed by the various Head Start grantees with Head Start program funds. This is possible since these Trainers are considered part of the regular Head Start in-service training component. While the structure of the training format is similar across the four grantees there are variations from one program to another. Since the HSST/CDA Program in the Tulare County Head Start program was the prototype for the other three counties, a description of the training format as it operates in that county will be given first.

Tulare County employs 2 Teacher Trainers who are responsible for 28-30 teachers (who are in 14-15 classrooms). The Teacher Trainers regularly (once a month) observe classroom teachers. As part of this observation, the Trainer fills out a CDA trainee pre-assessment form. This form was developed by the HSST/CDA Program. The observation is followed by a conference between the Teacher Trainer and the Educational or Center Supervisor. Information is shared about the observation and about areas that the Center Supervisor is working on with the teacher. The Teacher Trainer does not interfere with the content of on-going supervision.

The design of two people (the Teacher Trainer and the Supervisor) being responsible for a teacher's growth has the potential for problems such as competitiveness between the two, differences in theoretical or methodological approaches, and others. In this particular situation, Teacher Trainers are aware of such potential conflicts. The Teacher Trainer usually elects to follow the Center Supervisor's lead or is able to take the problem to his/her own supervisor. The three-way conference (see below) with the trainee tends to further reduce such tension and protects confidentiality for all concerned The general feeling is that center supervisors by and large welcome the assistance and support of the Teacher Trainers.

Following the conference between Teacher Trainer and Center Supervisor a three-way conference is held with the teacher (trainee) at which time the observations are discussed. The trainee often explains what he/she has been doing,raises problems, and/or requests that the Teacher Trainer or Supervisor focus on particular areas of needed improvement (e.g. discipline, classroom management, etc.) at the classroom staff meeting that will follow this session. The Teacher Trainer might recommend certain reading materials, activities, and/or procedures to improve the teacher's skills.

Following this session, the Teacher Trainer, the trainee and occasionally the Center Supervisor meet with all other members of the classroom group - the teacher aide(s), Concentrated Employment Training Act (CETA) or Neighborhood Youth Corps (NYC) workers and volunteers. The Teacher Trainer chairs this meeting, shares observations and findings, and together the group develops recommendations for improvement. The Teacher Trainer then sends a copy of his/her observations and recommendations to both the teacher and the Center Supervisor.

When a teacher expresses a readiness to enter a more formal preparation for the CDA Credential, the Teacher Trainer explains the CDA program and structure. Together, they review a notebook which contains information about CDA, the pre-post assessment tool (developed by this program) that is used, samples of the forms involved, and suggestions for developing a portfolio. Both the teacher and the Teacher Trainer using the pre-post assessment tool compare their evaluations, and plan a course of action.

At this point, the Teacher Trainer does the regular monthly observation and feedback (now focusing on 2 functional areas per observation) and also two extra observation/feedback sessions per month. Most teachers continue in this process for about 5 months, though it can take longer for some teachers. It should be remembered that all teachers have previously participated in in-service training and have had some college courses prior to entering the final stage of CDA training.

In Fresno County, the Educational Coordinator has developed a six week seminar that teachers in intensive CDA training attend (the teachers from Madera County are invited to attend the sessions). The Educational Coordinator focuses on the procedures for acquiring the CDA Credential, discusses the various functional areas and helps teachers to organize their portfolios. The process is similar to that used in Tulare County but is done on a group basis rather than individually.

Integration of CDA and In-Service Training

All four counties provide comprehensive in-service training to upgrade the competence of all staff who work with young children. The HSST/CDA program has made a conscious decision to integrate CDA training into the existing in-service training programs. In turn, much of the in-service training provided incorporates the CDA structure and educational content so that training is geared toward the functional areas. The content of training often deals directly with the functional areas but also cuts across functional areas for a general knowledge base.

The Tulare County Head Start program conducts 5 full-day workshops each year. These workshops are often held on a community college campus in order to help staff members overcome their reluctance to enter the college environment. The workshops focus on general knowledge or methodological areas such as nutrition, developmental needs of children, anecdotal records, home visits, etc. In the process of conducting such workshops the connection between this content and the CDA functional areas is emphasized.

In Madera County on-going supervision is provided by the Director of that program who is also the Educational Coordinator. All eight classroom staff (serving 65 children) are in CDA training. One of her major responsibilities is a weekly workshop during which a block of time is allocated to work on portfolios for CDA. Since one of the teachers in that program has a CDA credential, some specific guidance is available to the other teachers.

Relationship with Colleges

This HSST/CDA program has established a large network of relationships with 8 colleges, 3 of which have cooperated in a number of ways to provide appropriate CDA training. Five community colleges, two state universities and one campus of the University of California are involved in an effort to provide Early Childhood Education. The HSST/CDA Project Manager works with these institutions to help develop courses that reflect sound early childhood education principles. Courses offered by the colleges are designed to augment CDA training. For example, a 3 unit college credit speech course combined with a 3 unit preschool education course might focus on parent conferences, speaking before a group of parents, organizing a speech on some aspect of child development, etc.

Each semester a student may earn 6 college units with 45 hours in class (3 hours weekly for 15 weeks) and 150 hours in field experience study (10 hours weekly for 15 weeks). The field experience study includes college assignments, on-the-job supervision, observations and conferences with the Teacher Trainer and participation in the regular all-day workshops. Since there is no tuition at community colleges, funds are not allocated for this purpose. HSST funds are used to pay for fees and books and, on occasion, special fees for evening courses.

The Project Manager is deeply involved in selecting faculty (from those available at the college) and designing course content that will meet the needs of child care workers. The faculty person is urged to visit the centers in order to integrate the CDA competency areas into the course work. On occasion, the agency will hire an instructor (with the college's approval) to teach a particular course. As an example, Fresno Community College will offer

a course this summer specifically designed to help students organize their CDA training. However, in order to enroll in the course students must have completed 15 units (5 courses) in early childhood education.

While there is no requirement to take college courses as part of CDA training, the history and continuing pattern in all 4 counties has been to encourage teachers to enroll in courses and preferably, to work toward an AA degree with transferable units toward a BA/BS degree. It should be noted that teachers at the preschool level in the State of California are required to have a Children's Center Permit. This certification is acquired on the basis of an AA degree and two years of experience. The presently pending Hart amendment would make a CDA Credential equivalent to an AA degree. However, this amendment is very controversial and passage is not assured.

Training Content and Materials

This agency has always provided comprehensive in-service training tied to college courses and designed to enhance the competence of its personnel. On the one hand, the CDA concept with its field-based component has been integrated into the in-service program and on the other hand, in-service training reflects various aspects of the CDA structure and content. In the five full-day workshops, group leaders refer to the functional areas; Teacher Trainers and supervisors focus on general topics as well as completing observations based on the functional areas, and the college courses now include a large field-based component. The program uses materials it has developed including the pre-post assessment tool, a broad array of recommended procedures and activities, and a special classroom observation form. In addition, various reading materials and college texts are used. The program does not use CDA learning modules and does not feel a need for such materials.

Awarding Credit

Historically, the Tulare County Head Start Program has emphasized career development. The county(ies) had always supported the concept of college credit

and with HSST funding, this focus was further reinforced. With the advent of CDA, the priority for attaching college credit to training remained. The agency strongly supports competency-based education but continues to seek avenues for enabling its staff to acquire college credits.

No college credit is offered upon attainment of the CDA Credential. However, all college credits earned through the training program (with the large component of field experience study) are applicable to an AA degree. All students need 60 units (semester credit hours) for an AA degree, and most community colleges require 20-24 units within the major field of study (e.g. early childhood education). The number of credits a teacher can earn through the negotiated programs established at 3 college varies slightly though the average is about 30-40 college units, all of which can be applied toward an AA degree. As was noted above, 60 units of college credit are a requirement for a California Children's Center Permit.

The issue is somewhat more complicated when teachers transfer to a four year college to work for a bachelor's degree. The state higher education plan is to accept all credits from community colleges and this mandate is carried out. However, while some 4 year colleges will accept lower division community college ECE courses as part of their requirements for the major field of study, other colleges require particular courses in ECE. The student, therefore, is required to take some extra college courses.

Assessment

Currently, the focus is to provide the greatest help to teachers so that they can become credentialed as soon as possible. To date, 8 teachers have received their CDA Credential and 15 have applied to the CDA Consortium for assessment. It is anticipated that 10 more will be ready for assessment shortly after September 1, 1978.

SUMMARY

In summary, the Tulare County Child Care Educational Program is the 'seat' of a four county effort to provide career development and CDA training for Head Start Personnel, with some additional funding from the state for some day care personnel. CDA is integrated into the total in-service training program and into the college courses with their strong field experience study component. The achievement of a CDA Credential is seen as the culmination of the entire in-service training effort. College credit is highly valued and teachers are urged to acquire additional credits at every level. On-going supervision is provided by Teacher Trainers and by on-the-job supervisors. Teacher Trainers are ultimately responsible for providing the necessary support leading to the CDA assessment.

UNIVERSITY OF MARYLAND - BALTIMORE COUNTY
Catonsville, Maryland

BACKGROUND INFORMATION

CDA Training Institute

Four Head Start grantees have contracted with the University of Maryland-Baltimore County (UMBC) to provide their CDA training. The University was a logical choice for this function since it was already providing competency-based training to its regular early childhood education students. UMBC has been providing competency-based training in early childhood education for approximately five years and has integrated this with the CDA competencies. The Universtiy is a four-year school which serves a high percentage of commuter students both from Baltimore and its rural environs.

Head Start Grantees Served

In 1976, one Head Start grantee, the United Planning Organization (UPO) of Washington, D.C. contracted with the University of Maryland-Baltimore County to provide CDA training. This linkage was accomplished primarily through assistance from the CDA Coordinator employed under Region III ACYF T&TA contract. The CDA Coordinator worked with UPO in investigating possible training providers and supplied UPO with an introduction to the UMBC program.

In federal Region III, all HSST/CDA training monies are directly funded to the individual Head Start grantees. One of the responsibilities of the CDA Coordinator is to assist Head Start grantees to develop linkages with CDA providers. The Coordinator is primarily involved during the inital stages of negotiation and during the financial discussion. Arrangements for the specific format of the training, selection of staff and trainees are not areas in which the Regional CDA Coordinator is involved.

In 1977, the Regional CDA Coordinator assisted in arranging for additional grantees to contract with UMBC for training. Currently four Head Start grantees contract with the University for CDA training. This includes United Planning Organization of Washington, D.C., Anne Arundel County which includes Annapolis, Frederick County, and Baltimore County exclusive of the City of Baltimore. The programs are quite diverse, some serving urban populations and others serving small city and rural areas.

Funding Procedures

The grantees in Region III are directly funded with HSST/CDA monies, and each of these four grantees contract with the University for CDA training. Thus, each grantee pays the University a sum based on the number of trainees from their agency. As of now, the United Planning Organization contributes $26,000; Anne Arundel County CAA pays $14,700; Frederick County CAA's share is $10,250; and Baltimore CAA pays $14,700. These amounts are entirely for CDA training and do not include HSST.

Trainees

The agencies contracting with UMBC have each established their own procedures for selecting CDA trainees. In Frederick County Head Start, a small rural program, all of the teaching staff are involved in CDA training; this is equivalent to ten people. The United Planning Organization (UPO), a large urban program, primarily selects its trainees on the basis of trainee preference. Trainees are asked to volunteer for the HSST/CDA training program. UPO currently has 198 staff members and of these twenty-eight are involved in CDA training.

The Anne Arundel County Program utilizes three basic criteria for the selection of trainees. The first is input from the Career Development Committee which initially gave preference to those individuals previously involved in HSST. The second criteria applied is that candidates already possess a high school diploma, and the final criteria is the individual's desire to be involved in CDA training. This program currently has twenty-four staff members and, of these, fifteen are CDA trainees.

The Baltimore County Head Start program has forty-two staff members and twelve of these people are CDA trainees. The Head Start Director selected the trainees based on the requirements of the Long Term Draft Regulations for the Incorporation of CDAs into Head Start, the current status of the staff member, and the number of credits a person has earned towards a degree. Those persons who were close to obtaining a degree were allowed to remain in HSST and the others were selected for CDA. The selections were not based on trainee preference or choice.

In total UMBC is funded for seventy training slots but the current count of actual trainees is sixty-five. The other individuals either dropped out or were counselled out of the program.

THE CDA TRAINING PROGRAM

Staff

The UMBC CDA training program staff is composed of a project manager, an assistant project manager, and four instructors (field supervisors). The Project Manager is responsible for early childhood education at the University and is an Associate Professor of Education. Technically the Project Manager is funded to provide one day per month to the CDA project but in actuality more time is spent supervising the effort. The Assistant Project Manager is also a member of the early childhood education staff of the university and is an Instructor in Early Childhood Education.

UMBC utilized four instructors (field supervisors) to provide the training this past year. The criteria for selecting these persons included:

- master's degree in early childhood education and the completion of some doctoral course work,
- teaching experience with preschool age children,
- supervisory experience,
- preferably Head Start experience.

Each of the Head Start agencies had input into selecting the instructor for its program and both staff and parents were involved in the actual interviewing process. The instructors each were employed either 1/2 or 3/4 time this year.

Training Format

UMBC CDA Program

Since the CDA training program conducted by UMBC is a modification of the university's undergraduate early childhood education program, a brief description of the latter will offer a clearer picture of the former. The undergraduate early childhood education program is a two and a half year (5 semester) sequence of three interrelated elements: field experience, content study groups and process seminars.

- Field Experience: During the first and second years, Level I and Level II, each student spends two mornings a week in a series of placements in child care programs - usually two per semester. These short placements are followed in the third year, Level III, by a full semester internship. Students are observed four times each semester by a faculty supervisor. Each observation is followed by a feedback session.

- Content Study Groups: Concurrent with the field placements each student enrolls in the content study group for that level. In these study groups, child development and early childhood educational theory are presented within the framework of the educational processes of perceiving, knowing, communicating, valuing, feeling, problem solving and creating.

- Process Seminars: Each semester students enroll in one of several process seminars. While emphases vary, process seminars focus on the individual, his/her sense of self and feelings, and relationships with children and other adults.

Students earn a total of 36 semester hour credits for the entire program: 10 in each of the first two years and 16 in the final semester. Courses are graded on a pass/fail basis following a staffing by all the early childhood education faculty and the student. The supervisors' observations of each student are coded twice a semester onto a list of teacher competencies which include the Child Development Associate competencies plus one other on relating effectively to children and other adults. The student and faculty review these assessments at the staffing.

UMBC CDA Program

In developing the CDA training program at UMBC, the regular ECE program was followed as closely as possible. The CDA trainees have a supervised practicum each semester (their Head Start classroom position) in addition to enrolling in a study group and a process seminar. Both the study group and the seminar are conducted at a Head Start center by the same instructor who supervises the trainees in the classroom.

Basically the CDA training involves three hours of study group per week and one hour of process seminar. Some field trainers have combined the two so that the trainees meet for one 4 hour seminar each week, while other instructors have the students meet for one 3 hour session and one 1 hour session per week.

The CDA training program primarily differs from the regular ECE program in terms of the trainees' field experience. The university students experience a number of different field placements during their three years in the program. The CDA trainee, however, for obvious reasons, is only able to be involved in one field placement and thus is exposed to only one program except for occasional site visits to other programs. The staff of the university believe that the varied field experiences are a vital aspect of their program and recognize that since CDA trainees do not benefit from these experiences their training is not as comprehensive. The staff have attempted to supplement the CDA trainees Head Start experience with site visits to other programs but have not yet been able to devise alternatives that are equivalent to the varied experience the regular ECE students have.

One advantage of the CDA training program is that when two trainees are in the same classroom the supervisor is able to observe them eight times a semester (every other week) instead of four times. CDA instructors express great satisfaction with those situations where they can work with the entire classroom staff. There is also a general consensus that conducting the group sessions as well as supervising the practicum facilitates integration of the field and academic experiences. For example, course work on family relationships

and parenting has been coordinated with the Head Start classroom staff's home visits, and class discussions move from an examination of textbook material on parenting to its applicability to the parents of the children the CDA trainees teach.

Another major difference between the university ECE program and its CDA training program is the emphasis placed on the CDA Credential. A primary goal of the CDA training program is for the trainees to be able to earn a CDA Credential; a secondary goal is the optional one of pursuing a degree. Conversely, the primary goal of the university ECE program is for students to earn a bachelor's degree. Despite the periodic assessment of each university student in the CDA competencies, acquisition of the CDA Credential is not required for these students and to date only one university student has earned a CDA credential.

Training Content and Materials

The early childhood education program at UMBC is designed to integrate theoretical and philosophical material with the field experience and individual growth of the students. Each course is organized around two or three educational processes. Students are to experience the process (of, for example, perceiving) in themselves and then observe the process in children. The students both relate this process to developmental and curriculum theory and design classroom activities which will enhance it.

The CDA training program basically follows the curriculum of the university's regular early childhood program, in terms of both content and materials. The program does not utilize modules but rather uses textbooks, some of which are geared primarily to para-professionals and others that are regularly used with college students. Some of these texts are: *The Child Development for Day Care Workers* by Highberger and Schramn, *Techniques for*

Observing Normal Child Behavior by Carbonara and *The Pre-School Child* by Smart and Smart. These are the basic texts being used. Additional books and articles such as *Development Psychology* by Liebert and Strauss, *The Whole Child* by Hendrick, *Observing and Recording the Behavior of Young Children* by Cohen and Stern are included as needed.

Instructors also use audio-visual materials appropriate to the content area. As was noted in the previous section, important sources of materials are the daily teaching experiences of the trainees and the children and families with whom they work. Also, the use of duplicate or alternate reading materials coupled with the one-on-one feedback sessions enables instructors to select materials and give assignments which are appropriate for individual trainees.

One of the assumptions on which both the CDA training program and the university ECE program are based is that in the process of becoming a competent teacher, the trainee (student) will be able to demonstrate those competencies which constitute the CDA assessment system. The CDA competencies rather than being the focus of the training, are integrated into the total training program. It is also assumed that for most trainees the full two year training program is desirable and/or necessary to achieve competency. As might be expected, more direct attention is paid to the CDA competencies in the CDA training program than in the ECE program. Class discussions often relate to one of the competencies and attention is given as to materials to be included in portfolios.

Awarding Credit

A person completing the CDA training through the university receives 20 hours of college credit. Credit is given on the basis of courses completed.

This amounts to 5 hours per semester and is equivalent to the first two years of the regular early childhood program. CDA candidates who decide to return to the university to get a bachelor's degree will need to obtain 16 more credits in the area of early childhood education in addition to other degree requirements.

The first trainees to complete the two year CDA training program have just done so. It is not yet known how many will matriculate either at UMBC or some other college or university. Since semester hours in early childhood education have been transferred to other colleges by university students it is assumed that the Head Start trainees would also be able to transfer these credits should they so desire.

Assessment

Since the program has been in operation less than a year for three of the grantees and less than two years for the fourth, the greater number of the trainees do not consider themselves ready for assessment. The CDA training program is designed to take two years to complete. Trainees from one of the Head Start grantees have just completed their second year of training and 16 are in the final stages of the assessment process. In addition, one or two of the trainees who have completed their first year of training plan to be assessed at the beginning of the next school year. Thus, the process of enrolling and applying for assessment is an individual matter. It is assumed that the CDA instructor from UMBC will be the CDA trainer on the Local Assessment Team of the CDA trainees with whom the instructor has worked, whether or not the trainee is still in the training program.

Plans for Modification

The Project Mananger wants to insure that the CDA training program is academically sound and as professional as the university ECE program. In order to maintain this, plans are being developed to integrate the CDA training program more closely with the university ECE program. One part of this plan,

which will probably be implemented in the fall semester of 1978, is to have the CDA field instructors assume some teaching responsibilities on campus and participate in faculty meetings. Concomitantly, university faculty would have more direct involvement in the field supervision of CDA trainees. There are several anticipated outcomes of this reordering of faculty assignments. One, that the staffings of the CDA trainees would more closely resemble those of the university students in that at least two faculty members would be present. A second anticipated result would be the direct involvement of the field instructors in the continual process of sharing, reviewing and revising the university early childhood curriculum and conversely of the regular faculty in the CDA training program. As part of this plan the CDA instructors would be employed full-time.

Another part of the plan is still being formulated. Ways are being sought to increase the variety of field placements for the CDA trainees. Options being considered include: 1) placing university ECE students in Head Start centers to allow the Head Start staff to have a practicum in another program or 2) exchanging Head Start Staff from one center to another.

The Project Manager also plans to work more closely with the Head Start grantees in clarifying the goals of the CDA training program and the selection of trainees.

Contractual arrangements are currently underway with a fifth Head Start grantee, Baltimore City Head Start. It is anticipated that training will begin for that program this fall.

ELMIRA COLLEGE
Elmira, New York

BACKGROUND INFORMATION

CDA Training Institution

Elmira College, a small liberal arts college located in Elmira, New York, conducts CDA training for six Head Start grantees in the state of New York. The Child Development Associate program is conducted through the Department of Human Services at the college. Two local 2-year colleges, Corning Community College and Broome Community College, cooperate with Elmira College to provide CDA training. These colleges have been providing CDA training since 1973.

Head Start Grantees Served

The CDA program at Elmira College serves Head Start staff at six Head Start grantees. These are:

- Ecomonic Opportunity Program of Chemung County
- Tioga Opportunity Program, Inc.
- Corning Head Start
- Steuben County Economic Opportunity, Inc.
- Schuyler Day Care, Inc.
- Opportunity for Broome, Inc.

These grantees operate a total of 21 Head Start classrooms: 42 classroom staff work in these classrooms. Representatives of each of these Head Start grantees serve on a Five County Career Development Committee. This committee has been functioning in an advisory capacity to the HSST/CDA training program since 1969.

Elmira College also offers CDA training to the staff of two other child care programs. One is the Seneca Indian Nation Day Care Program south of Buffalo,

New York. In this program, the Educational Coordinator serves as the field supervisor and course instructor. The other program is Careers with Children, a multi-county day care system located in northeastern Pennsylvania, serving Sullivan, Bradford and Tioga counties. This program uses Title XX funds for provision of CDA training. A local educational institution, Marywood College, cooperates with Careers with Children and with Elmira College to provide college credit for this CDA training.

Funding

The Economic Opportunity Program of Chemung County is funded through a grant from the Region II Office of the Administration for Children, Youth and Families. The amount of the grant totals $25,530, of which $17,234 is allocated for CDA training for the following time period: August 1, 1977 to July 31, 1978. Chemung County EOP in turn subcontracts with Elmira College to provide both HSST and CDA training to its program and the other 5 Head Start grantees listed above. The estimated average annual cost per HSST/CDA trainee is $1,436. Additional funds for training are provided by Elmira College in the form of in-kind grants.

Trainees

The CDA program at Elmira is presently funded for 12 CDA training slots through their subcontract. In the spring semester, 8 CDA trainees were served by the program.

Candidates for the CDA training program are initially nominated by their grantees' career development committees. All trainees must be classroom staff. The Head Start director of these programs then forwards the nominations to the Five County Career Development Committee which selects the CDA trainees. Additional criteria used in trainee selection are the trainee's interest in pursuing a Bachelor's degree and interest in the field of early childhood

education. Geographic considerations are also a factor in trainee selection.

Trainees sign a letter of commitment that they will comply with the requirements of the CDA training program.

THE CDA TRAINING PROGRAM

Staff

Two staff persons are employed by the HSST/CDA training program. A portion of the Project Manager's time is paid for through HSST/CDA funds. The Project Manager is also an Assistant Professor of Human Services at the college. The additional person, a field supervisor works full-time and is completely supported by HSST/CDA funds.

Criteria for selection of field supervisors includes a graduate degree in early childhood education, experience working with group of three to five-year old children and experience either supervising or training teachers of young children.

Training Format

The CDA training at Elmira College is designed as a two-year program to develop competent performance on the part of the trainee. The program consists of a combination of field and academic experiences both of which are primarily conducted in individual sessions with the trainee by a field supervisor or trainer. The field component is an important part of the Elmira CDA program and consists of four semesters of practicum during the two years of training.

The first year practicum begins with an initial assessment of the trainees competencies by both the trainer and the trainee. *A Checklist of Classroom Competencies* developed by the CDA program is used for this purpose and takes from

one to three site visits. Upon completion of the assessment, the trainee and the CDA trainer collaborate to plan an individualized sequence of three learning modules to strengthen competency areas in which the trainee needs work. The CDA competencies are integrated into these learning modules. Trainees acquire the competencies through these two credit individualized courses and through the field supervisor's integration of academic and field work.

As a part of their practicum, trainees learn to use a child assessment instrument, the Child Involvement Checklist. This instrument enables the trainee to identify a child's areas of strength and confidence, areas needing strengthening, and activities to help the child. This information is then used by the trainee to plan activities specifically for an individual child.

Monthly lesson plans are developed by the trainees. These include individualized plans for two children. These plans are then reviewed with the field trainer. Trainees are to become knowledgeable about the record keeping systems used at their centers.

Parent involvement is considered an important component of the program. Every month each trainee is to initiate some type of parent involvement. This may be planning parent meetings, making home visits or sending home written communications.

In addition to the practicum, seminars on topics of mutual interest or need are held for the CDA trainees four times a year.

The field trainer working individually with each trainee, observes the trainee about three times per month in the classroom. These observations are followed by trainer-trainee conferences during which the morning's activities are discussed and the trainee's progress toward completing practicum requirements and those of the current learning module are reviewed. The CDA trainee uses this learning module as a point of departure relating the other CDA competencies to the one on which the trainee is working. At the completion of each module or mini-workshop the trainee must submit at least one piece of evidence for his/her portfolio.

At the beginning of the trainee's second year of training, a second assessment is performed. The purpose of this second assessment is to ready the trainee for the assessment by the CDA Consortium at the culmination of the training and to help the trainee become more familiar with the Local Assessment Team meeting process.

Again, an individual prescription of either three learning modules or two learning modules and four mini-workshops is designed. Mini-workshops are brief two-session courses held on campus which offer an introduction to special topics in early childhood education.

Training Content and Materials

The basic training materials used in the Elmira College CDA training program are a set of individual, self paced, field based modules developed by the Project Manager. Each of the 18 learning modules concentrates on a particular early education area. Modules available are:

ECS 2101 Setting Up the Classroom
ECS 2102 Observing and Recording Behavior
ECS 2103 Managing the Daily Program
ECS 2104 Role of Play
ECS 2105 Self-Image and Self-Control
ECS 2106 Speaking and Listening Skills
ECS 2107 Preschool Book Experience
ECS 2108 Preschool Science Experience
ECS 2109 Large and Small Motor Development
ECS 2110 Preschool Art Experience
ECS 2111 Preschool Music Experience
ECS 2112 Preschool Math Experience
ECS 2113 Preschool Cooking Experience
ECS 2114 Pre-Reading Skills
ECS 2115 Field Trips
ECS 2116 Health and Safety
ECS 2117 Parent Involvement
ECS 2118 Teamwork in the Classroom

The format used for the modules is relatively uniform. First, the general and specific objectives for the learning module are given followed by a list of resources. The resource list includes selected articles and books related to the module topic plus at least one audio-visual program on the subject.

When available, suitable 16 mm films or multi-media kits were selected for the module. For those topic areas for which there were no appropriate audio-visual materials, slide and tape programs were developed by the Project Manager. The audio-visual presentation is used as an introduction to each learning module. Slides and an accompanying tape-recorded narrative provide an overview of the module, covering the content area and the objectives of the module, as well as offering examples of appropriate behaviors for the trainee.

The third element of each module is a series of 6-7 activities (assignments) for the trainee to complete. These activities include viewing the films or slide/tape presentation, reading assignments, observations and classroom activities. Completion of written materials or answers to a series of questions usually follows the completion of each activity. There are also several activities which the field supervisor or instructor must do for each unit. These usually involve observing and assessing the trainee performing an activity or discussing the trainee's reading assignments. At the completion of the learning module the instructor verifies whether or not the trainee has met the specific objectives of the module and if so, recommends a letter grade.

In the Elmira program each trainee completes 6 selected modules which together with the four semesters of supervised practicum comprise the training. Depending on a trainee's needs, an alternative arrangement is the substitution of four mini-workshops for one module. In each two session course, entry level skills are presented in a workshop format led by experienced practitioners in the early childhood field. Up to ½ credit is awarded for each workshop completed. These workshops have been designed primarily for the local child care community. During the 1978-79 program year the following mini-workshops will be available.

Term I

ECS 1101 Ages and Stages in Early Childhood Development
ECS 1102 Assessing Children's Developmental Needs
ECS 1103 Recognizing Learning Disabilities
ECS 1104 Individual Differences in Children
ECS 1105 Behavior Problems in Young Children
ECS 1106 Discipline and Self-Control

Term II

ECS 1107 Setting up the Learning Environment
ECS 1108 Small Motor Activities and Equipment
ECS 1109 Exploring Math Concepts with Preschoolers
ECS 1110 Learning through Blockbuilding
ECS 1111 Exploring Science with Preschoolers
ECS 1112 Cooking as a Learning Experience

Awarding Credit

College credit is awarded for both the field and academic component of Elmira CDA program. Trainees receive 3 hours of credit for completion of each semester of the Early Childhood Practicum, for a total of 6 hours per year. In addition, each learning module course offers 2 hours of credit; trainees complete 3 of these per year. Thus, a trainee who completes two years of CDA training earns 24 hours of credit. Letter grades are given for each course completed.

The College also awards two Early Childhood Certificates, Level I requiring 15 semester credit hours and Level II requiring 42 credit hours. All trainees earn earn a Level I certificate as part of their CDA training. Trainees who have completed their CDA training are eligible to pursue a Level II certificate and/or a degree oriented program under the tuition-free HSST program. The 24 credit hours earned in the CDA program can be applied toward either a Bachelor's degree or an Associate in Applied Sciences degree in Human Services.

Assessment

Trainee assessment is an integral part of Elmira's training program. Upon entering CDA training both the CDA trainer and the trainee complete an initial assessment of the trainee. The results of this assessment are used to develop an individualized training program for the trainee. Periodic assessments are conducted as part of each learning module and the practicum experience. These provide feedback on the trainee's progress and identify continuing areas of need. The assessments during the second year focus on preparation for formal assessment by the CDA Consortium.

In total, 14 CDA Credentials have been awarded to trainees completing the CDA training program at Elmira College. Six Credentials were awarded in the previous program year; eight were awarded in the 1977-78 program year.

Plans For Modification

No immediate changes are anticipated in Elmira College's CDA training program in the coming year. There are plans, however, to provide training for CDA trainers next year; several 3-day sessions would be offered. There is a possibility that graduate credit would be available for interested participants.

Eight of the learning modules including the slide and tape presentation which were totally developed by the Project Manager are to be published and distributed by Charles A. Merrill Publishing Company in January, 1979.

A new module on preparation of a portfolio is currently being developed by the Project Manager. When completed, this module including a slide and tape presentation will be available from the Elmira College CDA training program.

UNIVERSITY OF SOUTHERN MAINE
MAINE CHILDRENS RESOURCE CENTER
COLLEGE OF EDUCATION

Gorham, Maine

BACKGROUND INFORMATION

CDA Training Institution

The Maine Childrens Resource Center, a division of the University of Southern Maine, conducts HSST/CDA training for all 14 Head Start programs in the State of Maine. It also works with the Maine Indian Education Project. The University, which has had the CDA training contract for four years, is one branch of a state system of seven universities. Since the various branches of the state university system are dispersed throughout the state their facilities are available as bases for extension courses and training sessions given by the Maine Childrens Resource Center, USM. Also, trainees are able to transfer college courses from other state university campuses for a degree at USM or vice versa.

Head Start Grantees Served

The CDA training program at USM serves Head Start staff at all 14 grantees in the State of Maine. These are:

- Action Opportunities
- Androscoggin County Head Start, Inc.
- Aroostook County Action Program
- Coastal Economic Development
- Franklin County Community Action Council
- Kennebec Valley Community Action Council

- Mid Coast Human Resource Council
- Oxford County Community Services
- Penquis Community Action Program
- People's Regional Opportunity Program
- Southern Kennebec Child Development Corporation
- Waldo County Committee for Social Action
- Washington/Hancock Community Agency
- York County Community Action Corporation
- Maine Indian Education Council

These grantees operate 72 Head Start classrooms across the state and serve approximately 1,700 children.

The Maine Head Start Education Association was established in 1972 as a professional association to promote the well being of Head Start staff. The Association also serves as the statewide umbrella career development committee; it is this group which approved the present formula for selecting new CDA interns.

Funding

The University of Southern Maine (USM) HSST/CDA training program is funded under a contract from the Region I Office of the Administration for Children, Youth and Families which was awarded in January 1978 following a competitive bidding process. This contract funds USM to provide training and technical assistance including HSST/CDA training to all the Head Start grantees in the state of Maine. The amount of the contract allocated for HSST/CDA training is $18,235 for a six month period. The average yearly cost per HSST/CDA trainee is $766. The upcoming modification to extend the contract will be for a lesser amount for fewer trainees.

In addition to providing T&TA and HSST/CDA training to Head Start Staff, the Childrens Resource Center at USM has obtained a contract with the state of Maine to provide T&TA and CDA training to the staff of Title XX funded day care centers. Since many of the programs are in the same or adjacent communities

as the Head Start centers, training sessions are usually open to staff of both types of agencies.

Trainees

The USM CDA program is presently funded for 48 CDA training slots through the HSST/CDA contract. In the spring semester, 46 CDA trainees or interns were served by the program. Twenty-eight percent, or 46 out of 162 staff at the 14 Head Start grantees, are receiving training through the CDA program at USM. The USM program also serves 30 CDA interns at day care centers across the state through their Title XX training funds.

Candidates for the CDA training program are selected by their Head Start grantee's Career Development Committee. Two selection criteria utilized by all grantees are that interns must not have a college degree, and they must have completed the first course in the field teaching experience series, *Directed Classroom Observation.*

CDA training slots are allocated to the 14 Head Start grantees by the Maine Head Start Education Association. The grantees do not maintain waiting lists of persons to fill the slots; their Career Development Committees select candidates as slots become available.

THE CDA TRAINING PROGRAM

Staff

The Director and the four Child Development Specialists are appointed as professional staff in the College of Education. The 8 full-time and four part-time staff of the Maine Childrens Resource Center are assigned in various proportions of their time to the Head Start training and the State Title XX training contracts. The Project Director works half-time for the Head Start training program; this includes T&TA and HSST/CDA training. The full-time of one Child

Development specialist and various amounts of time of three other Child Development specialists are devoted to the HSST/CDA training for Head Start staff. All Child Development specialists have master's degrees in early childhood education, classroom experience with preschool children and supervisory and/or prior teacher training experience. Other staff of the Maine Childrens Resource Center whose time is divided between Head Start and Title XX are an administrative assistant, a T&TA technical assistant, a secretary, and a bookkeeper. Two Child Development specialists and a librarian are assigned full-time to the Title XX program. In actuality the staff of the Childrens Resource Center work as a team in providing training to staff from both Head Start and Title XX programs.

Training Format

The CDA training program at USM is designed as part of a four-year college-accredited program in the Department of Early Childhood Education. CDA interns may elect to obtain their CDA Credential outside of the college program, and may be assessed when they feel they have mastered the CDA competencies. However, nearly all interns opt for the college program. The early childhood courses which comprise the CDA training program are:

COURSE NO.	COURSE TITLE	NO. CREDITS
EDFE 201	Directed Classroom Observation	4
EDFE 203	Safe, Healthy, Learning Environments	2
EDFE 204	Advancing the Child's Physical and Intellectual Competence	2
EDFE 205	Building the Child's Self-Concept and Individual Strength	2
EDFE 206	Positive Functioning of Children and Adults in the Classroom	2
EDFE 207	Coordination of Home and School	2
EDFE 208	Preschool Administration	2
EDFE 209	The Competent Teacher	4
	TOTAL:	20

The first course all interns (CDA trainees) take is *Directed Classroom Observation*. This course provides interns with an overview of early childhood education/child development, a familiarity with the CDA competencies and the Credential award system, and experience in observing and assessing children's behavior. This course is taught once a week as a seminar with regular field observations for the interns. Selected readings from standard early childhood texts are assigned. Based on these classroom observations and readings interns discuss various classroom activities as they relate to improving the classroom environment and the growth and development of children. Enrollment in this course which is a prerequisite to all other courses in the CDA sequence is not limited to CDA interns.

The CDA competencies are acquired by the interns through a series of field teaching experiences courses; specifically, the six courses listed above which have been designed and built around the six CDA competency areas. Each 2 credit course, usually taken in sequence, helps the trainee acquire a specific CDA-related competency area.

The format for each of these courses is the same. The field trainer (instructor) observes the trainee in the classroom on the average of twice a month. Following the observation the two have a feedback session in which the events of the morning are discussed and analyzed. The primary focus of these tutorial sessions is the particular competency (or competencies) on which the intern is concentrating, although, attention is also given to other competency areas as the need arises. The instructor assigns additional readings and activities appropriate to the particular competency. Many interns take two and some even three of the six CDA competency courses a semester. Where time and geography permit several other interns may meet with the instructor at this time for mini-seminars. The content of these mini-seminars is adjusted to meet the needs of the various participants.

In the final course of the field experience sequence, *The Competent Teacher*, the field instructor assists the CDA intern in completing a portfolio of his/her work and guides the intern through the Child Development Associate credentialing process.

Through their Head Start and Title XX training and technical assistance contracts, the University of Southern Maine's Childrens Resource Center offers numerous cluster courses, workshops and training sessions for Head Start staff. Workshops and training sessions are offered on a statewide, regional, and Head Start agency basis, and on a center basis for Title XX. Cluster courses are organized in response to staff requests and are offered at convenient locations throughout the state. Thus most interns in the HSST/CDA program are able to supplement the core sequence of courses and field experiences with other courses related to their training and/or degree aspirations.

Training Content and Materials

CDA modules or learning units are not utilized in USM's training program. Rather, instructors design the syllabus for each course and select readings and audio-visual material which both present the content of the course and meet the student's needs. This is especially the case in the field experience courses which are highly individualized.

A resource library is available for all CDA interns to use. This library, located at the Maine Childrens Resource Center, Gorham Campus, USM stocks over 2,000 volumes related to early childhood education, child growth and development, child psychology, family life and related topics. Annotated card indices listing books by author and title will be placed in all 72 Head Start centers in the State of Maine. Head Start staff interested in borrowing a book send a request card to the Resource Center. The Resource Center Librarian fills the request and mails the book to the center. The period of the loan is one month.

Instructors in the HSST/CDA program draw heavily on the resource library for supplemental reading materials. CDA interns have ready access to these materials since the field trainers (Child Development Specialists) serve as conduits from the Resource Center to the Head Start Program.

Awarding Credit

The HSST/CDA training program at USM comprises eight courses for which a total of 20 semester hours of credit is given. CDA interns receive credit for each course upon completion. The introductory CDA course is a four credit course for which a letter grade is given. The intern earns 16 hours of credit on a pass/fail basis for the additional seven courses in the CDA training sequence. All 20 credits can be applied toward a degree at USM or one of the other six branches of the State University System. However, before a student can matriculate at a university he/she must have earned a total of 12 hours in graded courses with a grade of C or better. (The student must also have either a high school diploma or have successfully passed the high school equivalency examination.) Thus, in addition to the 4 credits for which a grade is given in the CDA sequence, 8 additional hours need to be earned by the student in other graded courses. Since students are usually advised to take *Human Growth and Development* and *Teaching the Child Under Six*, for 3 credits each, concurrently with their CDA training, most students need only 2 additional credits to meet the requisite 12 for full university admission. College courses for Head Start staff are regularly offered as part of the Head Start T&TA program of the Childrens Resource Center and most students have little difficulty acquiring the necessary graded credits. Once students have matriculated, the Childrens Resource Center is usually able to obtain university scholarship or Basic Educational Opportunity Grants (BEOG) to assist qualified interns in completing degree requirements. Most CDA interns are working on early childhood education bachelor degrees which will qualify them to teach preschool through the early grades.

The Childrens Resource Center staff place heavy emphasis on career development and expend many of their efforts toward assisting Head Start staff to continue to develop professionally. One staff member of the Childrens Resource Center was formerly a Head Start para professional who earned a degree through the Head Start training and technical assistance program.

Assessment

Ongoing assessment is an important part of Maine's CDA program. Upon entering the CDA training program interns take part in an informal preassessment. Through this initial evaluation, the trainee's field advisor becomes familiar with her/his areas of strength and weakness, and thus is better able to provide guidance and training tailored to the individual's need.

A unique feature of the USM HSST/CDA program is that each intern has an advisory committee. The advisory committee is selected by the intern and consists of the intern, a university advisor who is a specialist in preschool education, the parent of a child who has been enrolled in the intern's classroom, and a "child advocate" who is a community person working with children. This child advocate might be the head teacher in charge of the classroom, the education supervisor, or a consultant who frequently observes in the classroom.

Each of the other committee members observes the intern's teaching competence noting areas of strength and areas needing improvement. Periodically through the course of the training period, "mini-Local Assessment Team" meetings are held with the interns, especially in the second year of training. A final meeting of the committee is held to assess the intern's readiness for formal CDA Consortium assessment.

The Childrens Resource Center staff think there are several advantages to this system: the intern becomes accustomed to being observed and assessed by different people; the parent member becomes more comfortable in the assessment role; there are alternate CDA trainers to serve on the intern's Local Assessment Team (LAT) should either the "child advocate" or the USM instructor not be available; and at a minimum the local members of the intern's LAT are informed and experienced in their roles.

Although the decision is an individual one, interns usually enroll in the Consortium soon after they begin their training. Most are assessed at the end of their training which can take from two to three years. Seven interns were awarded their CDA Credential last year and 11 this year.

Plans For Modification

Two immediate changes are anticipated in the coming year. USM has been informed by the Region I Office of ACYF that their funds will be reduced for the coming year. Consequently the number of HSST/CDA training slots will be cut back from 48 to 40.

Another regional office directive requires that trainees complete the HSST/CDA training within two years. Those that need a third year will be required to submit a letter of need explaining why they require the extra time.

IOWA STATE UNIVERSITY
Ames, Iowa

BACKGROUND INFORMATION

CDA Training Institution

Iowa State University (ISU) in Ames, Iowa, has a contract with the Region VII Office of the Administration for Children, Youth and Families to provide HSST/CDA training. The contract is administered by the Child Development Department which is part of the College of Home Economics of ISU. Under this contract, the university is funded to serve the entire State in providing CDA training, HSST training, and CDA technical assistance. ISU has had ten years of experience operating an HSST program.

Providing the CDA technical assistance involves not only provision of specific workshops and materials to Head Start programs but generally serving as an advocate for CDA. The ISU staff provide assistance to Head Start programs and staff in linking up with the CDA system and/or in going through the assessment process. Technical assistance also involves regular meeting and consultation with the Iowa Council for Children (which advises the governor) and representatives of the Departments of Public Instruction and Social Service. The purpose of these contacts is to encourage state recognition of the CDA in licensing standards, and to develop CDA training programs in community colleges.

Workshops are conducted periodically for education coordinators, focusing on CDA in general and the competency areas specifically. Region VII is encouraging the utilization of Head Start education coordinators as field supervisors, and thus currently the university is involved in the training of trainers. The goal is that these coordiantors will in the near future be qualified to serve as field supervisors. Grantees can in some cases then be directly funded to provide CDA training.

Another aspect of the CDA technical assistance component is the development and dissemination of a newsletter. This newsletter focuses on information about CDA and specifically instructional material relating to the competencies. This is sent twice a month to approximately 500 Head Start staff, including CDA trainees and candidates. Anyone desiring a copy can request that his/her name be put on a mailing list.

Head Start Grantees Served

Iowa State University has contracted to work with the entire State but is only funded for a limited number of training slots. A determination, therefore, had to be made of which grantees should be offered training slots. One factor affecting this selection was that the regional office directly funded some grantees to organize their own training. Another basic factor influencing the choices was the distance from the university to the grantee. The contractor determined some potential grantees to be involved in the CDA training program and then gave programs the option to participate or not. Currently five Head Start grantees are receiving CDA training from the Iowa State University, and these are primarily rural programs. Three additional grantees will receive CDA training assistance in fall 1978.

Funding

ISU receives the contract money directly from the regional office. The total amount allocated for both HSST and CDA is $39,000. In addition, the university provides cost shared salaries equal to $15,000. Of the total funds, $17,000 is earmarked for CDA training which is specified as fifteen trainings slots. Thus the annual cost per trainee is $1,133. An estimation of the utilization of the monies is that twenty percent is spent for academic training, seventy percent for field training and ten percent for administration.

Trainees

After a Head Start grantee has agreed to participate in the CDA training program, the grantee is then responsible for deciding on the trainees. This is accomplished through input from the Head Start director, the Head Start Career Development Committee and individual staff members. The criteria applied for selecting trainees include: good job performance, interest in early childhood education field, trainee preference, need to upgrade trainee's classroom to meet performance standards, trainee interest in building on previous Head Start (or other) training, and Head Start grantee career development plan.

Currently there are twelve persons involved in the training program since three persons were assessed and replacements have not yet been made. All twelve are classroom staff.

THE CDA TRAINING PROGRAM

Staff

The staff is composed of a program manager, project director, two field Supervisors, and a secretary. The Program Manager's responsibilities are divided equally between administrating the program and serving as a field supervisor. The Project Director handles the financial administrative functions on a part-time basis: 5 hours per week. In addition to the Program Manager serving as a field supervisor, two other people function as field supervisors on a part-time basis: one works on a half-time basis and the other supervises one trainee. The half-time person is a temporary instructor of the university and the other individual is hired on a consultant basis.

The criteria for selection of field supervisors include knowledge of ECE, experience with Head Start and CDA training, and experience working with adults.

The agency also has a designated field supervisor on site for each CDA trainee. This person works directly with the trainee on a daily basis and is a staff member of the Head Start grantee agency. One of the emphases of Region VII is that educational coordinators become trained as field supervisors. The concept of dual field supervisors is a cooperative relationship which allows the ISU field supervisor to serve as a model for the grantee field supervisor and also bring an academic expertise into the field training arrangement.

Training Format

The training provided to the trainees is structured on an individualized basis according to the strengths and weaknesses of each candidate. Essentially all input provided to trainees is accomplished on a one-to-one basis. Seminars and/or workshops are not provided as part of the CDA training program. Trainees can enroll in courses at local colleges if these are determined to be appropriate for CDA training.

On-site training is designed to help teachers develop skills through practice and to translate academic learning into classroom behaviors.

Both the university field supervisor and the grantee field supervisor, separately, observe the trainee once a month usually for an entire day. During each of these monthly observations the visiting field supervisor will complete anecdotal records including both objective information on the activities observed and comments relating to these activities. Audio and/or visual recording of the trainee is sometimes utilized during observations by the field supervisor. Following each observation, the trainee and usually both field supervisors have a conference to discuss the observation. This utilization of dual supervisors is a means of training grantee staff to become competent CDA field supervisors and thus create the potential for direct funding many Head Start programs.

In structuring the training program the university staff based the format on their understanding that almost all of their current CDA trainees had previously been involved in numerous HSST off-campus courses. They therefore

determined that inclusion of formal academic training was not a high priority for the group of current trainees. The structure of utilizing only one-to-one intervention was believed to accommodate the needs of those individuals currently involved in training with the understanding that the inclusion of new trainees into the program would almost certainly necessitate revising the training to incorporate a more structured academic portion.

Another reason for the extremely individualized approach is the logistical aspect of distance. The university is funded to serve all grantees in the state of Iowa and thus the fifteen trainees are quite geographically scattered, resulting in difficulty in attempting to conduct seminars.

The initial assessment of trainees is accomplished through observation by the field supervisor, during which notes are maintained and an assessment form is utilized to provide guidelines. The field supervisor then basically uses personal judgment to determine the level of the trainee's functioning.

The determination of the initial focus and content of the training is primarily made by the trainee. The field supervisor shares information gained from the initial observation with the trainee and then asks the trainee on which functional area he/she would like to concentrate initially. This method has been utilized thus far since the current trainees are relatively trained and experienced rather than being at the entry level.

Training Content and Materials

The training content and materials reflect the individualized training approach. Rather than utilize typical college text books, the ISU CDA training program primarily uses a variety of articles, handouts and books. This eclectic approach is viewed as being more relevant to the needs of Head Start staff. Trainees are sometimes referred to particular sections of textbooks for readings on specific topics. Most but not all of the books are publications of the National Association for the Education of Young Children.

Examples include, *The Block Book, Curriculum is What Happens, Play as a Learning Medium, Promoting Cognitive Growth* and *Mud, Sand, Water.*

Training materials, including books and modules, are given to the trainees. Additional resource materials may be loaned to the trainees from the resource library.

The ISU Child Development Training Program has accummulated books, pamphlets, articles, and audio-visual materials and developed a resource library. Both field supervisors and trainees utilize the library, trainees sometimes receiving specific suggestions from their supervisor on relevant materials.

Awarding Credit

The primary means for obtaining college credit for the CDA training is through a test-out procedure developed by the Child Development Department. (To date, however, the test has not been taken by anyone). This is a written test that a person is eligible to take after acquiring the CDA Credential. The test contains eighty-three multiple choice and short answer questions based on the six CDA competencies and takes approximately a day and a half to complete. The test is made up of six sections, one relating to each of the CDA competency areas, rather than in sections equivalent to ISU's Child Development courses. Therefore, in terms of obtaining college credit the test is either passed or failed.

The maximum number of credits that can be obtained through the test out procedure is 34 quarter credits.

The credits are awarded in the following manner:

CD 225	Development in Early Childhood	4
CD 217	Professional Experience with Children	2
CD 318	Study Tour	1
CD 341	Activities and Materials	4
CD 490	Independent Study	12
CD 449	Parent-Professional Relations	3
CD 417B	Supervised Teaching in Child Care Centers	8
	TOTAL CREDITS	34

Trainees can also earn college credits by taking on-campus or off-campus courses from ISU or courses from other institutions.

If prior to taking the test out procedure a CDA candidate has received credit for one of the above courses or the equivalent, then he/she will not be granted the entire 34 credits upon successful completion of the test.

If the trainee earns the total thirty-four credits, this is equivalent to approximately half of the credits needed for a major in Child Development. An additional thirty-two credits which includes eight hours of student teaching is needed to complete the requirements. Normally Child Development students need 53 hours for the major, but the CDA individual would require the additional thirteen because some of the credits awarded through the test are electives.

Assessment

The decision as to readiness to be assessed is made by the trainee. In contrast to instances in some programs where trainees feel they are ready to be assessed before the field supervisor does, the experience at ISU has been that the field supervisor often feels the trainee is ready before the candidate voices his/her readiness.

To date, six trainees from the Iowa State program have received their CDA credential. Either their university field supervisor or their grantee field supervisor has served as the CDA trainer on the LAT. Some trainees were in the program less than a year before they were assessed.

Plans For Change or Modification

In the future, trainees entering the CDA Training at Iowa State University are expected to be less experienced and have less formal training. In anticipation of meeting the needs of this more diverse group of trainees and to offset the costs of a totally individualized program a more formal systematic approach is planned. Next year, URC's Competency Analysis Protocol Instrument developed for Region VII will be utilized in the initial assessment of the CDA trainees' competency in the six functional areas. An individualized program will then be developed for each trainee from this assessment.

Modules, especially the Arizona and Texas Modules, will become a more integral part of the program. However, the modules will be used only on an individualized basis according to the need of the trainee.

More specific criteria have been established for the selection of grantees in the future. These are:

- ability of grantee to meet requirements of draft policy
- whether or not grantee can obtain direct funding
- distance from ISU
- agency does not have access to other training resourses
- supportive context for CDA training within an agency
- staff motivation within an agency

Other plans for change include employing the university field supervisor who is presently working half-time to full-time. An additional five candidates will be included in the program to make the total 20 for the coming year.

Although a more systematic means of assessing trainees is planned for next year, the essential individualization and one-to-one basis of providing training will remain the core of the program.

UNIVERSITY OF WASHINGTON

Seattle, Washington

BACKGROUND INFORMATION

CDA Training Institution

The Washington State Technical Assistance and Training Office (STATO) is situated within the University of Washington, College of Education. The University receives funds from the Region X Office of the Administration for Children, Youth and Families (ACYF) to operate the STATO. ACYF stipulates that a portion of training funds be allocated to provide CDA training and technical assistance to the twenty-one Head Start grantees and one Parent Child Center served by STATO. The Assistant Director of the STATO, who also serves as the Project Manager of the CDA contract, works closely with community colleges throughout the state in providing CDA training to eligible Head Start staff. Only one Head Start grantee in the State of Washington is not served by the University of Washington contract. This program receives direct funds from Region X ACYF.

Funding

The University of Washington STATO receives $84,200 in HSST/CDA monies $65,000 of which is allocated for CDA training purposes. CDA training monies are expended to pay community college tuition and book expenses for trainees, salaries of eleven CDA College Instructors, training of trainers classes developed by STATO, and a percentage of the salaries of STATO staff involved in the provision of these services.

At some community colleges through which STATO-sponsored CDA training is delivered, the Washington Department of Social and Health Services has contracted for the delivery of CDA training to day care staff through the use of Title XX funds.

Trainees

The Washington State Technical Assistance and Training Office has sixty-five funded CDA slots. However, enrollment is around seventy-five because of enrollment changes due to health, moves and personal developments. To date forty-four Head Start staff have received the CDA Credential through STATO sponsored training.

Candidates for CDA training are screened by the Education Coordinator of each grantee. The Education Coordinators of these programs, while encouraging some and discouraging others from enrolling in CDA training, insure that those who do enroll have met the minimum requirements: 1) have completed the grantee's probationary employment period, and 2) have participated in some of the pre- and in-service training provided by the grantee. The Education Coordinator also informs the potential CDA trainee of the commitment involved, usually 15-18 months. If a staff person has met the above two criteria and wishes to enroll in the CDA training program, the Education Coordinator informs STATO and the process begins.

The STATO Office presently serves CDA trainees from fourteen of the twenty-two grantees. The grantees are periodically informed of the availability of CDA training and are requested to recruit eligible staff members for the training program. Thus, trainees may potentially be drawn from any of the twenty-two grantees.

THE CDA TRAINING PROGRAM

Staff

CDA training through the STATO Office is planned and monitored by the CDA Project Manager who coordinates the delivery of CDA training through the efforts of (at present) 11 community colleges. In addition, each trainee's Education Coordinator participates in the training process, although she/he

is not paid by the CDA contract monies.

The Project Manager, who also serves as the Assistant Director of STATO, spends approximately 80% of her time on CDA training-related matters. She is responsible for the recruitment of trainees from the twenty-two grantees, for coordinating training through various community colleges, for recruiting, selecting and training CDA College Instructors, and soliciting the support, cooperation and input of each Head Start Director and Education Coordinator. The Project Manager is also responsible for developing any necessary CDA training materials as well as distributing a bi-annual CDA newsletter to all twenty-two grantees.

The eleven part-time CDA College Instructors are persons selected to perform a variety of functions. These individuals teach a CDA orientation course at the local community college, develop with the trainees and Education Coordinators a training plan for each trainee, coordinate the training plan with other available college staff and resources, observe the trainees, and hold conferences with the trainees and the respective Education Coordinators.

The CDA College Instructor is employed by the community college. She/he is selected by a team of individuals made up of the local grantee's Head Start Director and/or Education Coordinator, faculty member(s) of the local community college and the Project Manager of the CDA contract. Each candidate for the position of CDA College Instructor must meet, at a minimum, the following criteria:

- several years experience in classroom teaching
- a strong early childhood education background
- ability to integrate academic and field-based experiences
- must be comfortable in a variety of early childhood education settings (day care, home day care, Head Start, Home Start, etc.)
- must be able to communicate effectively with both formally and informally educated individuals
- must be non-intimidating to others as well as non-intimidated by others.

These Instructors are paid a professional salary based on the arrangements made with the local community college along with the number of contract hours spent with each trainee. There are presently eleven CDA College Instructors. As trainees from previously unserved grantees are enrolled, a cooperative agreement will be developed between STATO and a local community college and additional CDA College Instructors will be elected to serve the CDA trainees in the area.

The CDA Project Director negotiates individually with the community college closest to the trainee's agency. Once an agency indicates that staff members are interested in obtaining the CDA Credential, the Project Director contacts the local community college and initiates negotiations relative to the orientation course, CDA College Instructor and other related concerns. These arrangements are made regardless of the number of trainees who will participate. For one or ten, the process is the same.

Although the Education Coordinator of the trainee's program is not paid from the CDA contract monies, she/he is nonetheless an integral part of STATO's CDA training program. The Education Coordinator is not required to participate in the training process but every attempt is made to elicit the cooperation and support of this person. The Coordinator's participation in selecting the CDACI is a method of involving the Coordinator from the very beginning of the CDA training process.

The cooperating Education Coordinator serves an important function in STATO's CDA program. The Coordinator provides support to the trainee by regularly observing the trainee's performance, and by providing in-service training which is in support of ideas and theories discussed in the CDA training program. The Education Coordinator meets regularly with the CDA College Instructor to discuss upcoming events on the trainees' CDA and in-service training plans.

In order to provide a cooperative and non-contradictory training atmosphere both the CDA College Instructor and the Education Coordinator attend a two to three-day training conference twice a year. This training conference is conducted by the

Project Manager and serves to expose both CDA College Instructors and Coordinators to similar training methods, observation and feedback techniques and training resources. It is hoped that this experience will insure a cooperative working arrangement between the CDA College Instructor and the Education Coordinator and that the CDA trainee will not experience two contradictory approaches to training.

Training Format

The CDA Training Program of the Washington State Technical Assistance and Training Office has two phases: an orientation phase and an in-depth training phase. The first phase, as its name indicates, provides basic information relative to the CDA Credential while the second phase is aimed at developing actual competency in each functional area.

Once a Head Start staff member has been screened by his/her Education Coordinator and is determined to have met the two criteria for participation in the CDA program, the grantee notifies STATO of the staff member's desire to enter the training program. The trainee then enrolls in a course entitled "Pre-Assessment and Orientation to CDA" which is taught by a CDA College Instructor at a local community college. Interest in the CDA training program is solicited prior to the beginning of each fall and winter quarter. Thus trainees interested in beginning CDA training enroll in either the Fall Quarter or Winter Quarter orientation course.

There are three sections to this ten week course, each of which is worth three credit hours (credit varies slightly from college to college). Section 1 consists of a two hour seminar once a week for ten weeks. This section focuses on the CDA assessment process and functional competency areas. Section 2 is a 1½ hour on-site observation of and conference with the trainee conducted by the CDA College Instructor during the fourth or fifth week of the course. Section 3 is also a 1½ hour observation and conference held during the eighth or ninth week of the course. Sections 2 and 3 both provide an opportunity for the CDA College Instructor to note

note each trainee's strengths and weaknesses and then to discuss steps the trainee can take to improve his/her skills.

The second phase of the training program consists of developing and implementating an individualized training plan for each trainee. Upon completion of the previously discussed ten week course, the CDA trainee, Education Coordinator CDA College Instructor develop a training plan based on the strengths and weaknesses of the trainee. This plan usually specifies the particular courses to be taken at the local college, a list of readings, a plan for visiting other classrooms and observing other teachers,and other activities or individual projects which the trainee will need to do to demonstrate competency in each functional area. Since, the implementation of this individualized plan will, in most cases, occur over a fifteen to eighteen month period, the trainee must agree to commit the necessary amount of time to complete the plan. If the trainee agrees to implement the training plan, a CDA registration form is completed by the trainee and submitted to the CDA Project Manager.

Actual implementation of the training plan involves a variety of activities. The trainee at a minimum enrolls in a two hour early childhood education practicum course at the local college, as well as any other courses specified in his/her training plan. The CDA College Instructor meets with the course instructors to acertain the content and specific requirements of the course(s). The CDA College Instructor is thus able to assist the trainee in integrating the theoretical base with on-the-job experiences.

Every month the CDA College Instructor meets with the trainees for a 3 hour on-site observation and conference. In addition, the Education Coordinator is requested to provide the trainee with one hour of support each week. This support consists of observation, conferences or informal discussions regarding the trainee's progress in the program. Thus, input from three courses, college course work, the CDA College Instructor and the Education Coordinator, form the bases of the Washington STATO CDA training program.

Training Content and Materials

As discussed in the previous section, there are essentially two phases of the CDA training program: a pre-assessment and orientation phase and an in-depth training phase.

The Pre-Assessment Phase includes three distinct steps each having a particular focus. Step 1 involves a weekly seminar during which the structure and assessment process of CDA and each functional area is thoroughly discussed. A "Pre-Assessment Form" developed by STATO is used as a guide to this first step. It includes sections for observing the trainee in the classroom, for interviewing the trainee and Education Coordinator, for conduct of a self-assessment by the trainee, and a guide to developing a Pre-Assessment Portfolio with one piece of documentation for each functional area. CDA modules and materials from Portland State University, Idaho State University and the Community College of Denver are used as reference materials as well as materials provided by the individual CDA College Instructor.

The second step in this first phase involves on-site observation of the trainee by the CDA College Instructor. This observation is followed by a conference with the trainee and the Instructor. This 3 hour observation and conference session takes place during the fourth or fifth week of the ten week Pre-Assessment and Orientation course and focuses on the first seven functional areas. The trainee and the Instructor discuss strengths and weaknesses observed during the 1½ hour period and discuss methods which might be helpful in improving the trainee's skills. The CDA College Instructor makes every attempt to elicit the input of the trainee in developing an improvement plan. A form is used by the Instructor to note activities observed and is referred to during the 1½ hour conference session.

The third and final step in this phase consists of a second observation and conference during the eighth or ninth week of the course. The focus of the three hour observation and conference is placed on the remaining six functional areas with attention also being given to progress made in the other functional areas. During the conference the trainee and CDA College Instructor discuss the trainee's willingness to participate in the second phase of the CDA

training program. The instructor is sure to inform the trainee of the time commitment involved in the second phase (possible 13-15 months, but the time required is dependent upon the present state of competence of the trainee) as well as the amount of work which will be required. If the trainee does not wish to participate in the final phase of the program, the CDA College Instructor provides the trainee with some concrete suggestions on improving his/her skills and knowledge as a classroom teacher.

If the trainee agrees to make the commitment to work toward the CDA Credential, the registration form for CDAC is filled out and the trainee and college instructor briefly discuss a "draft" training plan. Courses available at the local college are reviewed and the CDA College Instructor recommends those which she/he feels might prove most helpful to the trainee. The instructor also recommends activities or methods aimed at improving the trainee's ability to perform his/her job effectively.

The trainee is encouraged to offer his/her opinion in terms of training needs and skill development. Thus designing the training plan, even at the initial phase, is an effort involving both the instructor and the trainee.

After the initial training plan is revised and refined the CDA trainee enters the second phase of the program -- the actual implementation of his/her training plan.

The training plan, which may cover a period of five to six ten-week quarters, includes a two credit practicum for on-the-job supervised work each quarter, as well as other courses in which the trainee may enroll. The CDA College Instructor is aware of the content design and theoretical basis of these courses and works closely with the trainee to assist in transferring the newly acquired knowledge into useful skills in the classroom. In courses which require demonstration of competency in a particular area, the CDA College Instructor gives feedback to the faculty instructor of the course on the trainee's ability or inability in the skill area.

The CDA College Instructor makes monthly on-site visits to the trainees' classrooms. During these visits he/she conducts a 1½ hour observation. These monthly observations are focused on a specific functional area determined by the trainee. The CDA College Instructor focuses the observation on the particular area and in a conference discusses the trainee's strengths and weaknesses relative to that functional area. A form, developed by STATO, is used during these monthly observations and is referred to during the conference with the trainee. The Instructor leaves a copy of the completed observation form with the trainee as well as written recommendations for improvement. Two practicum credits are awarded for this on-site observation by the CDA College Instructor.

The CDA College Instructor periodically meets with the Education Coordinator to review the trainee's progress. This review focuses on the trainee's current efforts rather than on particular strengths and weaknesses that have been identified. The Education Coordinator does not see the observation forms nor are private issues related to the trainee discussed. This is to protect the confidentiality of the trainee. The Education Coordinator continues to conduct ongoing supervision of the trainee, however, CDA training remains the responsibility of the CDA College Instructor.

Awarding Credit

Trainees may take a variety of courses in early childhood education offered by their local community college. Credits earned for these courses can be applied toward an AA degree in Child Development. The colleges also accept up to 9 quarter credits for the Pre-Assessment and Orientation to CDA course which may be used as an elective toward the AA degree (this practice varies among colleges). In addition, students earn a maximum of 10 credits for their practicum work (each trainee must register for 2 credits of practicum each quarter). While most trainees do not necessarily work toward an AA degree, many take child development courses and/or some methods courses. In some instances, colleges award credits when the CDA College Instructor can document and the trainee can exhibit competence and the basic knowledge relative to a particular course.

Assessment

A trainee may apply for the CDA assessment whenever she/he feels ready though this decision is usually made in cooperation with the Education Coordinator and/or CDA College Instructor. Some teachers elect to take only the Pre-Assessment and Orientation to CDA course which enables them to organize their thinking around the CDA structure. Many other teachers find that they are in need of the on-going training which consists of monthly observations and conferences. Usually a trainee applies to the CDA Consortium after one or two quarters of training and sends in the readiness form after this training is completed (training can last up to 18 months). On occasion, the CDA College Instructor acts as the CDA Trainer member for the Local Assessment Team (LAT), but more often, the Education Coordinator takes this role.

To date, forty-six Head Start staff who have been trained through STATO have been awarded the Credential; of these, thirteen earned their CDA Credential during the past year.

Plans for Modification

In conjunction with the draft CDA policy, Washington STATO is planning to concentrate on the credentialing of Head Start lead teachers. Although aides will still have access to the training program, STATO's recruitment efforts will focus on enrollment of the lead teacher in the CDA training program.

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